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| UDL Guidelines – Educator Checklist Version 2  The lesson plan we reviewed was Picturing Modern America (<http://cct2.edc.org/PMA/>). This website includes exercises that are designed to further students' understanding of common topics in the study of modern America 1880-1920, build skills to help analyze primary sources, and generate questions for further research.  Picturing Modern America is an interactive website that encourages students to actively read questions and discuss the images. By using three main categories (Image Detective, Investigations, and Exhibit Builder), the students are able to become historians and explore the past. The website does a good job fulfilling the goals of UDL. It allows students to visualize material (images, photographs) and presents a comprehensive project for students to complete, in which they are asked to actually create an exhibit. The photographs are very useful in investigating American history and help students visually understand the American story; they also were very conducive to student interaction in that students are able to clip on an image and manipulate it by answering questions, highlighting over certain parts of the image, and finally submit conclusions as to their interpretations of the picture. Unfortunately, the website didn’t offer much more than pictures. Perhaps they could have included audio or video clips. | |
| **I.** [**Provide Multiple Means of Representation:**](http://www.udlcenter.org/aboutudl/udlguidelines/principle1) | **Your notes** |
| 1. [Provide options for perception](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |  |
| **1.1** [Offer ways of customizing the display of information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) | **Feature: PMA website offers 3 main ways to think like a historian.**  **Barrier: Only text and visuals are show.**  **Feature: Pictures and Image detective allow students to interact with the visual sources.** |
| **1.2** [Offer alternatives for auditory information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |
| **1.3** [Offer alternatives for visual information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |
| 1. [Provide options for language, mathematical expressions, and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |  |
| **2.1** [Clarify vocabulary and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) | **Feature: If stuck there is a “help” option available for further clarification.**  **Feature: Language is appropriate for middle and high school students.**  **Barrier: The text does not need to be decoded.**  **Barrier: Does not promote cross-linguistic understanding**  **Barrier: Only uses photos/illustrations** |
| **2.2** [Clarify syntax and structure](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| **2.3** [Support decoding of text, and mathematical notation, and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| **2.4** [Promote understanding across language](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| **2.5** [Illustrate through multiple media](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| 1. [Provide options for comprehension](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |  |
| **3.1** [Activate or supply background knowledge](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) | **Feature: By clicking “Investigation” the student is able to get background information. Each “big idea” is chosen and explored in deeper detail. PMA takes students step-by-step in order to determine a conclusion. The historical thinking exercise supports memory and transfer.** |
| **3.2** [Highlight patterns, critical features, big ideas, and relationships](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |
| **3.3** [Guide information processing, visualization, and manipulation](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |
| **3.4** [Maximize transfer and generalization](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |
| **II.** [**Provide Multiple Means for Action and Expression:**](http://www.udlcenter.org/aboutudl/udlguidelines/principle2) | **Your notes** |
| 1. [Provide options for physical action](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) |  |
| **4.1** [Vary the methods for response and navigation](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) | **Feature: Image detective allows students to choose a question or create their own based on the image. Before assigning this project show the website on a screen by using a projector so the students can get an understanding of the website.** |
| **4.2** [Optimize access to tools and assistive technologies](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) |
| 1. [Provide options for expression and communication](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |  |
| **5.1** [Use multiple media for communication](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) | **Barrier: Only media used is computer.**  **Feature: In order to come to a conclusion students must first choose a question, gather clues and get background information.** |
| **5.2** [Use multiple tools for construction and composition](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |
| **5.3** [Build fluencies with graduated labels of support for practice and performance](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |
| 1. [Provide options for executive functions](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |  |
| **6.1** [Guide appropriate goal setting](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) | **Feature: By having students draw their own conclusion the teacher encourages them to do each step effectively and utilize higher-order thinking skills. They learn to strategize by finding clues in images that can give them an idea of what the image is. Then they plan when creating their own exhibit. The teacher observes the students to make sure they’re on the right track.** |
| **6.2** [Support planning and strategy development](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |
| **6.3** [Facilitate managing information and resources](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |
| **6.4** [Enhance capacity for monitoring progress](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |
| **III.** [**Provide Multiple Means for Engagement:**](http://www.udlcenter.org/aboutudl/udlguidelines/principle3) | **Your notes** |
| 1. [Provide options for recruiting interest](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |  |
| **7.1** [Optimize individual choice and autonomy](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) | **Feature: Students can choose what image they want to learn more about. Only a few main topics are chosen to investigate, and because there are limited topics, the details are greater. The website is very direct and clear, so students should be able to stay on task.** |
| **7.2** [Optimize relevance, value, and authenticity](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |
| **7.3** [Minimize threats and distractions](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |
| 1. [Provide options for sustaining effort and persistence](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |  |
| **8.1** [Heighten salience of goals and objectives](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) | **Feature: Different time periods with different evidence allow students to be challenged. With this project students are able to work in pairs. Students are given a specific exercise for homework and then directed to bring it back to class for a discussion.** |
| **8.2** [Vary demands and resources to optimize challenge](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| **8.3** [Foster collaboration and community](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| **8.4** [Increase mastery-oriented feedback](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| 1. [Provide options for self-regulation](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |  |
| **9.1** [Promote expectations and beliefs that optimize motivation](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) | **Feature: Final project is to create own exhibit, and be creative (highest level of Bloom’s Taxonomy). Have students print out images and texts from their final project; then hang them on the wall for students to observe everyone’s work.** |
| **9.2** [Facilitate personal coping skills and strategies](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |
| **9.3** [Develop self-assessment and reflection](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |

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